

Fort Dorchester Elementary

5201 Old Glory Lane
Summerville, South Carolina 29485

Grades	PK-5 Elementary School	
Enrollment	1,343 Students	
Principal	Carol Farris	843-832-5550
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	16	3	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Below Average	Yes
2005	Good	Below Average	No
2006	Good	Below Average	Yes

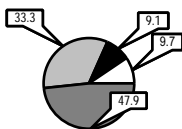
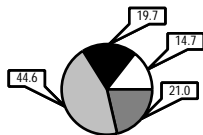
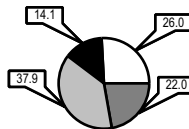
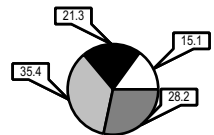
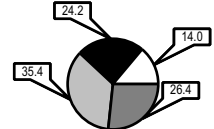
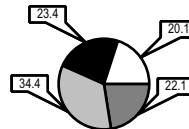
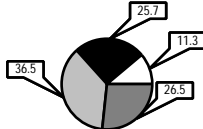
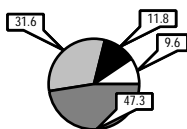
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

87.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	674	98.8	9.0	33.2	48.5	9.3	69.5	Yes	Yes
Gender									
Male	342	98.0	12.0	39.0	43.0	6.0	62.0	N/A	N/A
Female	332	99.7	5.9	27.2	54.1	12.8	77.2	N/A	N/A
Racial/Ethnic Group									
White	425	98.6	5.0	27.9	54.6	12.5	77.7	Yes	Yes
African American	184	99.5	17.7	44.5	34.8	3.0	53.0	Yes	Yes
Asian/Pacific Islander	27	96.3	8.3	20.8	66.7	4.2	87.5	I/S	I/S
Hispanic	31	100.0	15.8	57.9	15.8	10.5	26.3	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	609	99.7	6.7	32.3	51.3	9.7	72.7	N/A	N/A
Disabled	65	90.8	32.7	42.3	19.2	5.8	36.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	674	98.8	9.0	33.2	48.5	9.3	69.5	N/A	N/A
English Proficiency									
Limited English Proficient	21	100.0	50.0	50.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	653	98.8	8.3	32.9	49.3	9.5	70.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	148	98.6	20.8	40.8	35.2	3.2	52.0	Yes	Yes
Full-pay meals	526	98.9	5.8	31.2	52.0	11.0	74.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	674	99.6	13.8	45.1	21.2	19.9	58.4	Yes	Yes
Gender									
Male	342	99.1	14.9	44.6	20.1	20.5	56.8	N/A	N/A
Female	332	100.0	12.7	45.7	22.3	19.2	60.1	N/A	N/A
Racial/Ethnic Group									
White	425	99.5	6.3	42.1	26.3	25.3	66.8	Yes	Yes
African American	184	99.5	28.7	52.4	12.8	6.1	40.9	Yes	Yes
Asian/Pacific Islander	27	100.0	12.0	48.0	12.0	28.0	56.0	I/S	I/S
Hispanic	31	100.0	36.8	47.4	0.0	15.8	36.8	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	609	100.0	11.9	44.7	22.1	21.3	61.2	N/A	N/A
Disabled	65	95.4	32.7	49.1	12.7	5.5	30.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	674	99.6	13.8	45.1	21.2	19.9	58.4	N/A	N/A
English Proficiency									
Limited English Proficient	21	100.0	70.0	30.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	653	99.5	12.8	45.4	21.6	20.2	59.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	148	98.6	27.2	52.0	11.2	9.6	36.0	Yes	Yes
Full-pay meals	526	99.8	10.2	43.3	23.9	22.6	64.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	674	100.0	26.0	38.0	21.9	14.1	36.0
Gender							
Male	342	100.0	25.5	35.9	23.2	15.4	38.6
Female	332	100.0	26.5	40.2	20.6	12.7	33.3
Racial/Ethnic Group							
White	425	100.0	15.4	37.2	28.5	18.8	47.4
African American	184	100.0	48.5	40.0	7.9	3.6	11.5
Asian/Pacific Islander	27	100.0	20.0	44.0	24.0	12.0	36.0
Hispanic	31	100.0	52.6	31.6	5.3	10.5	15.8
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	609	100.0	23.9	37.7	23.0	15.4	38.4
Disabled	65	100.0	44.8	41.4	12.1	1.7	13.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	674	100.0	26.0	38.0	21.9	14.1	36.0
English Proficiency							
Limited English Proficient	21	100.0	80.0	20.0	0.0	0.0	0.0
Non-Limited English Proficient	653	100.0	25.0	38.3	22.3	14.3	36.6
Socio-Economic Status							
Subsidized meals	148	100.0	48.8	34.6	15.0	1.6	16.5
Full-pay meals	526	100.0	19.8	38.9	23.8	17.4	41.3

Social Studies							
All Students	674	100.0	15.1	35.3	28.3	21.3	49.6
Gender							
Male	342	100.0	17.3	31.7	28.4	22.5	51.0
Female	332	100.0	12.7	39.2	28.2	19.9	48.1
Racial/Ethnic Group							
White	425	100.0	8.4	31.2	34.6	25.9	60.5
African American	184	100.0	27.3	46.7	15.8	10.3	26.1
Asian/Pacific Islander	27	100.0	20.0	36.0	12.0	32.0	44.0
Hispanic	31	100.0	31.6	26.3	36.8	5.3	42.1
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	609	100.0	13.5	34.7	29.1	22.6	51.8
Disabled	65	100.0	29.3	41.4	20.7	8.6	29.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	674	100.0	15.1	35.3	28.3	21.3	49.6
English Proficiency							
Limited English Proficient	21	100.0	90.0	10.0	0.0	0.0	0.0
Non-Limited English Proficient	653	100.0	13.8	35.8	28.8	21.6	50.4
Socio-Economic Status							
Subsidized meals	148	100.0	30.7	41.7	17.3	10.2	27.6
Full-pay meals	526	100.0	10.9	33.6	31.3	24.3	55.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	165	100.0	7.6	20.1	56.3	16.0	72.2
	4	183	100.0	9.6	48.1	39.1	3.2	42.3
	5	186	100.0	17.1	42.4	38.8	1.8	40.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	239	99.2	8.5	26.1	51.2	14.2	65.4
	4	212	99.1	8.4	32.4	50.8	8.4	59.2
	5	223	98.2	10.0	41.5	43.5	5.0	48.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	165	100.0	11.1	46.5	26.4	16.0	42.4
	4	183	100.0	11.5	41.0	34.0	13.5	47.4
	5	186	100.0	21.8	40.6	16.5	21.2	37.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	239	100.0	13.1	44.6	23.0	19.2	42.3
	4	212	99.5	11.7	40.8	25.7	21.8	47.5
	5	223	99.1	16.3	49.5	15.3	18.8	34.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	165	100.0	25.0	41.0	22.9	11.1	34.0
	4	183	100.0	24.4	38.5	25.0	12.2	37.2
	5	186	100.0	31.8	35.3	17.1	15.9	32.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	239	100.0	25.8	39.0	29.1	6.1	35.2
	4	212	100.0	25.6	32.8	21.1	20.6	41.7
	5	223	100.0	26.5	41.7	15.2	16.7	31.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	165	100.0	7.6	42.4	25.0	25.0	50.0
	4	183	100.0	10.9	53.2	23.1	12.8	35.9
	5	186	100.0	20.6	41.2	17.1	21.2	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	239	100.0	8.9	34.3	36.2	20.7	56.8
	4	212	100.0	17.2	35.0	26.1	21.7	47.8
	5	223	100.0	19.6	36.8	22.1	21.6	43.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,343)				
First graders who attended full-day kindergarten	100.0%	No change	98.5%	100.0%
Retention rate	2.0%	Down from 2.4%	1.7%	2.8%
Attendance rate	96.7%	No change	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.8%	Down from 2.4%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%	Down from 2.4%	0.7%	0.0%
Eligible for gifted and talented	17.6%	Down from 21.9%	23.3%	10.4%
On academic plans	21.2%	N/AV	21.2%	33.6%
On academic probation	8.8%	N/AV	1.1%	1.0%
With disabilities other than speech	3.4%	Down from 6.8%	6.7%	7.5%
Older than usual for grade	0.4%	Down from 0.6%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 1.9%	0.0%	0.0%
Teachers (n= 82)				
Teachers with advanced degrees	51.2%	Down from 53.7%	56.9%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.6%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 5.9%	0.0%	0.0%
Teachers returning from previous year	86.7%	N/A	89.9%	87.3%
Teacher attendance rate	94.2%	Down from 95.3%	95.4%	94.9%
Average teacher salary	\$39,452	Up 1.8%	\$43,583	\$42,485
Prof. development days/teacher	11.9 days	Up from 8.4 days	11.7 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	6.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 19.3 to 1	19.5 to 1	18.6 to 1
Prime instructional time	89.5%	Down from 91.4%	90.7%	89.7%
Dollars spent per pupil*	\$2,503	Down 57.3%	\$6,097	\$6,557
Percent of expenditures for teacher salaries*	63.7%	Up from 61.1%	64.9%	64.0%
Percent of expenditures for instruction*	67.1%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.6%	Down from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fort Dorchester Elementary School first opened its doors as a beautiful new state-of-the-art facility in the fall of 2002. Our name was derived from the neighboring historical Fort Dorchester. Our mascot, Glory Gator, was named by our students and was based on the patriotic theme of Fort Dorchester High School. We completed our fourth year serving the instructional needs of 1,421 four-year-old through fifth grade students. Situated in a fast-growing community, we plan to add several additional learning cottages (mobile units) for the 2006-2007 school year. We anticipate the opening of a new school in the fall of 2007, which will relieve some of our growth. Our 100-plus member faculty and staff work together to create a friendly, family atmosphere for our students and parents.

Fort Dorchester Elementary has strong parent and community support. The outstanding PTA, School Improvement Council, and business partners add much to enhance the school's programs and environment. Input from these groups allows us to offer opportunities that make our school a special place for students. Some highlights of our year, based on support from these groups, include additional playground equipment, a beautification day, over \$6,000 in individual teacher grants, a terrific school carnival, several family night events, and a student awards program. In May of 2006, we received the Red Carpet Award to recognize Fort Dorchester Elementary School as a family friendly school.

While test scores for the school continue to improve, dealing with the fast-paced growth of the FDES attendance area and meeting the academic needs of existing and new students are Fort Dorchester Elementary's most challenging areas. Class size is continuously monitored and evaluated. We are committed to meeting the needs of every student by offering differentiated instruction for a portion of each day in order to serve each child on his or her academic level. We also provide staff development for teachers in all academic areas. We are working to focus our vision as we tap the resources of our skilled faculty. We will continue every day to strive to reach our potential regarding the school's mission statement: "Fort Dorchester Elementary School is committed to guiding and challenging each student to succeed in life."

For the 2005-2006 school year, we have worked toward the improvement of student attendance and academic performance. Teachers made phone calls to families when students miss school. Bicycles were donated by various community organizations as perfect attendance incentives. Data collection through the use of DIBELS, one minute testing probes, was used to determine overall and individual student needs. These initiatives have been a strong foundation for our teaching and for our students' learning. Our plans for 2006-2007 will include continued efforts in these areas and will extend to staff development in the areas of technology, math, science, and the implementation of MAP (Measures of Academic Progress) testing in Grades 2-5 to help determine areas of need. We feel that we have completed a successful fourth year at Fort Dorchester Elementary. We welcome visitors and plan to continue to do our best as we learn and grow.

Carol Farris, Principal
Sheri Goar, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	76	213	149
Percent satisfied with learning environment	88.0%	75.6%	89.1%
Percent satisfied with social and physical environment	94.7%	78.9%	95.2%
Percent satisfied with school-home relations	96.0%	81.9%	88.4%

*Only students at the highest elementary school grade level at this school and their parents were included.